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ABSTRACT

The form presents information on screening and nominating potentially gifted and talented students. Four categories of nominating factors are considered and described in terms of specific processes and examples of behaviors typical or characteristic of each process. Information on an 11-year-old Mexican child is given to illustrate completion of documenting data for four major categories (sample minor categories are in parentheses): academic functioning (group and individual achievement test data); cognitive functioning (memory, evaluation, convergent thinking); creative functioning (divergent thinking, personal qualities); and non-cognitive mastery areas (motivation, leadership, aesthetics). (CL)

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CORONA-NORCO UNIFIED SCHOOL DISTRICT

PROCEDURES FOR NOMINATING POTENTIAL CANDIDATES FOR GATE PROGRAM

RATIONALE: Corona-Norco Unified School District's nominating procedure was developed to create a uniform and reliable method for identifying potentially gifted and talented youngsters. Since there are potentially as many different and important qualifying behaviors as there are individuals, an open ended approach is equitable and appropriate in identifying gifted/talented youngsters.

DESCRIPTION: This identification includes potential qualifying or NOMINATING characteristics, as well as MITIGATING factors in the selection process.

NOMINATING factors are those attributes, behaviors, or products of students which the teacher considers to be evidence of exceptionality.

MITIGATING factors are those considerations that may mask, distort, or limit a youngster's development or the expression of his talents.

Four categories of behavior are included under NOMINATING factors. They are:

1. Academic Functioning
2. Cognitive Functioning
3. Creative Functioning
4. Non-cognitive Mastery Areas

Each of these areas is described in terms of specific processes and examples of behaviors typical or characteristic of each process are provided.

INSTRUCTIONS: The screening and nominating form is to be completed by the teacher. In this form, the teacher briefly describes the qualifying behavior or performance, identifies the setting in which it occurs, and attaches any supporting documentation (i.e. test scores, student products, examples of work, etc.). On part V of the form, the teacher is to provide documentation in at least two minor categories. In addition, the teacher identifies any factors that need to come to the attention of the screening committee, regarding economic factors, language limitations, etc. This information is included under MITIGATING factors. The documents are then forwarded to the District GATE office.

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EC 162 191

CORONA-NORCO UNIFIED SCHOOL DISTRICT

Educational Support Services

Gifted and Talented Education

SCREENING AND NOMINATING FORM

I. IDENTIFYING INFORMATION:

Name: Jose _____ Birthdate: 7-5-70 Age: 11 Sex: M

School: _____ Teacher: _____ Grade: 5

Parent/Guardian: M _____ Telephone. _____

Address: _____

II. BACKGROUND INFORMATION:

A. Family date (family makeup, siblings, employment, movement, language spoken in the home, etc.):

Jose lives with both parents. He has one sister who is 8 years old. Mother works at the telephone company and father is employed by Spanish is spoken in the home.

B. Personal history (health data, socio-economic, schools attended, acceleration, etc.):

Jose is allergic to penicillin and is prone to allergies. Jose moved into CNUSD from Mexico when he was in the second grade.

C. Pupil interests (academic, sports, hobbies, clubs, activities, etc.):

Jose enjoys sports, especially football. He participates in several sports through the City Recreation Department.

III. ACADEMIC FUNCTIONING:

* 1. Group Achievement Test Data (within the last two years)

Name of Achievement Test	Grade Administered	Date of Test	Reading	Math	Language
Stanford	5	11-79	8.7	7.0	7.4

* 2. Individual Achievement Test Date (Wide Range Achievement Test Peabody Individual Achievement Test)

Name of Achievement Test	Grade Equivalent	%ile	Standard Score	Stanine
Peabody	7			8

* 3. GPA for last two grading periods _____ for _____ - _____ for _____
GPA Date GPA Date

* 4. Other Test Data

Name of Test	Date of Test	Stanine	Gr. Level	RESULTS %ile	Standard Score
WISC-R	4-15-78				127

* Attach copy of grade reports, test results, and test protocals wherever available.

DOCUMENTING DATA

V. NOMINATING FACTORS

A. COGNITIVE FUNCTIONING

1. MEMORY:

   a. Processes: Deliberate recovery of previously learned ideas or experiences.

   b. Characteristic Behaviors: The student may have a large vocabulary, and extensive factual knowledge of specific subject matter or interest area. He/she may be able to quickly and effectively recall data in an organized fashion.

2. COGNITION:

   a. Processes:

      1) Discovery of information. Identifying for the first time something not previously perceived by the discoverer.

      2) Sensing/perceiving. Being openly and selectively aware.

      3) Identification. Labeling recognition through discrimination.

      4) Discrimination. Detecting, distinguishing by certain features or characteristics, discerning.

   b. Characteristic Behaviors: The student may be sensitive, intuitive, show empathy for others. He/she may have a well developed power of observation; may be able to detect fine differences in objects, events, etc. Students may show a concern for detail and exhibit an ability to organize materials.

3. EVALUATION:

   a. Processes: Evaluation involves reaching decisions as to the accuracy, goodness, suitability, or workability of information. Evaluative thinking deals with matters of value rather than matters of fact.

   b. Characteristic Behaviors: Students may show ability to make wise decisions, may be able to identify weaknesses and shortcommings in plans or projects and/or assess soundness of conclusions.

MAJOR CATEGORY: Cognitive

MINOR CATEGORY: Memory

QUALIFYING BEHAVIOR/PERFORMANCE: Ability to name all of the Dodger pitchers in order with pertinent facts.

SETTING IN WHICH OCCURS: In small group discussion.

MAJOR CATEGORY: Cognitive

MINOR CATEGORY: Cognition

QUALIFYING BEHAVIOR/PERFORMANCE: Outstanding ability to visually discriminate abstract design.

SETTING IN WHICH OCCURS: When working with mazes, hidden pictures, analogies.

MAJOR CATEGORY: Cognitive

MINOR CATEGORY: Evaluation

QUALIFYING BEHAVIOR/PERFORMANCE: Ability to place peers in certain positions which are advantageous to a team effort.

SETTING IN WHICH OCCURS: Outside in sports activity. Competitive situation within a classroom, such as debate, jury trial.

4. CONVERGENT THINKING:

a. Processes: Involves the analysis and integration of given or remembered data. This mode of thinking leads to one expected result because of the tightly structured framework which limits it.

1) Analysis. Examination to distinguish component parts separately or in relation to the whole. Involves comparing and contrasting-examining things in terms of their characteristics and how they relate.

2) Deduction. Movement from general facts to a specific conclusion based on the formal qualities of those facts.

3) Inferring. Assuming cause and effect or associational relationships among facts; assigning meaning that is beyond the data.

4) Summarization. Summary reformulation, (serial or enumerative) of material read or learned.

5) Translation. Shift of conceptual material from one form to another.

6) Rational explanation. Explaining or substantiating a claim or conclusion through citing evidence.

b. Characteristic Behaviors: Student is able to distinguish fact from fiction. Shows or explains interaction or relationships of elements or components; is able to detect errors in thinking; recognized biases or propaganda. Student may be skeptical thinker.

5. DIVERGENT THINKING: See Creative Functioning

MAJOR CATEGORY: Cognitive

MINOR CATEGORY: Convergent Thinking

QUALIFYING BEHAVIOR/PERFORMANCE: Ability to locate individual 3-dimension geometric forms from a larger maze in which many forms are present.

SETTING IN WHICH OCCURS: Geometry class When performing visual discrimination tasks.

B. CREATIVE FUNCTIONING:

1. DIVERGENT THINKING:

a. Processes:

1) Generalizing: Stating relationships principles laws as covering all cases in a class.

2) Inventing-Composing: Bringing together elements, factors, objects, in some new form or use.

3) Synthesizing. Conceptualizing which brings elements, ideas or generalizations together which have not been brought together in this matter before.

4) Abstracting. Lifting out one or more qualities or factors to achieve a new relationship or different conceptualization.

5) Elaboration. Building upon a point already made; filling out or developing a point, often concocting examples or instances.

b. Characteristic Behaviors: The student may display unexpected responses; he/she may need variety; student enjoys toying with new ideas and new combinations of ideas; has a questioning attitude; possesses a high level of curiosity; displays inventiveness; finds new ways to do things interested in the unconventional; produces unique communications.

MAJOR CATEGORY: Creative

MINOR CATEGORY: Divergent Thinking

QUALIFYING BEHAVIOR/PERFORMANCE: Ability to design a fort with toothpicks complete with authentic detail of the appropriate period such as cannons, water trough, horse stables.

SETTING IN WHICH OCCURS: When time is given for individual projects, experimentation and creativity.

2. PERSONAL QUALITIES:

a. Processes:

1) Independence of Thought: Pursuit of an interest or idea despite lack of social approval, acceptance of support. The self motivated pursuit of a train of thought for its inherit interest or appeal.

2) Curiosity: Intellectual pursuit of a previously unexplored subject matter or interest area.

3) Spontaneity: Instantaneous and non-deliberate generation of unique ideas, thoughts, or solutions.

4) Fluency in Thinking: The abundant generation of unique ideas, thoughts, and/or solutions to problems.

5) Flexibility: Plasticity in the manipulation, development, and/or organization of ideas, thoughts and solutions.

6) Imagination/Intuition: Generation of unique and novel ideas, thoughts, or solutions to problems. Knowing how best something can be accomplished with subsequent verification.

7) Tolerance of incongruity/Inconsistency: Recognition and acceptance of apparently contradictory ideas, values, life styles, and personalities, acceptance of ambiguity and uncertainty.

b. Characteristic Behaviors: Students may typically be involved in a number of hobbies and activities in school and community. Interests may be quite diversified. Students may be quite uninhibited, unconventional and display approaches in interacting with the world which may differ from that of their peers. Students may be good at brainstorming, and generating unusual or unconventional solutions to problems and often times producing unexpected responses. Such students also like to toy with new ideas, can produce related ideas rapidly and can transfer learning from one situation to another. The creative student often times likes to work independently and may be quite self-reliant.

MAJOR CATEGORY: Creative

MINOR CATEGORY: Personal Qualities

QUALIFYING BEHAVIOR/PERFORMANCE: Ability to discuss a social problem such as care of the elderly and generate multiple solutions which are unique and specific.

SETTING IN WHICH OCCURS: In classroom discussion, reading, social studies. Student absorbs information via periodicals.

C. NON-COGNITIVE MASTERY AREAS:

1. MOTIVATION:

a. Processes: Degree of sustained effort and incentive.

b. Characteristic Behaviors: Student makes independent efforts, is self-reliant, persevers, is persistently goal-directed, and not easily discouraged

MAJOR CATEGORY: Non-Cognitive

MINOR CATEGORY: Motivation

QUALIFYING BEHAVIOR/PERFORMANCE: Student reads about Easter Island, sparks an interest in ancient artifacts. Student independently researches such topics as Avebury and Stonehenge through reading and research papers.

SETTING IN WHICH OCCURS: Independent reading, Science, Social Studies.

2. LEADERSHIP:

a. Processes:

1) Activation. Originating and providing direction for social interaction.

2) Structuring and delimitation. To limit and prescribe the area/s and conditions in which activity and interaction may occur.

3) Modeling. Providing appropriate examplars of behavior for imitation.

4) Conciliation. Bringing together what appears to be opposite or posing points of view.

b. Behavior Characteristics: Respected by peers, independent in action. Influences others; takes charge in ambiguous situation; willing to accept responsibilities for actions; is assertive; is able to stimulate others.

MAJOR CATEGORY: Non-Cognitive

MINOR CATEGORY: Leadership

QUALIFYING BEHAVIOR/PERFORMANCE: Given a group task of organizing a reinactment of a court trial, student structures various rolls and assigns individual students to parts and continues monitoring the progress of the trial.

SETTING IN WHICH OCCURS: Group activity within a classroom, Group activity outside, Leadership class, Student Council, Debate, Roll Playing, Discussion groups.

3. AESTHETICS:

a. Processes:

1) Developing and producing, originating and providing opportunity in which aesthetic production may occur.

2) Evaluation. Demonstration of a portfolio, an audition, samples or other evidence of proficiency or potential; informal improvisations, or demonstrated talent or self-motivation in the absence of training.

b. Behavior Characteristics: Consistently exceptional achievement in visual performing or graphic art, music, sculptor, art alliance group, dancing, drama, sports, etc. Membership in opera and symphony, participation in art shows, competitions and recitals. Registration in college level course work. Drama.

MAJOR CATEGORY: Non-Cognitive

MINOR CATEGORY: Aesthetics

QUALIFYING BEHAVIOR/PERFORMANCE: Displays musical talent through playing of trumpet. Ability to provide historical information on origin and use of instrument.

SETTING IN WHICH OCCURS: Classroom opportunity, Music class, Private lessons, Symphony, Band participatcn.

CORONA-NORCO UNIFIED SCHOOL DISTRICT

Educational Support Services

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THIS FORM TO BE USED ONLY WHEN MITIGATING FACTORS PRESENT.
Only check items that are appropriate.

III. MITIGATING FACTORS

A. ENVIRONMENTAL

☐ 1. Limited range of background experiences

☐ 2. Irregular attendance

☐ 3. Transiency during school years - at least three moves

☐ 4. An environment affording limited enrichment opportunity

☐ 5. Personal responsibilities interfering with learning activities

B. LANGUAGE

☐ 1. Limited proficiency in conversational English

☐ 2. Limited proficiency in written English

☐ 3. Non-standard English constituting a barrier to learning

C. CULTURAL

☐ 1. Limited experiences in dominant culture

☐ 2. Sub-culture standards different from dominant culture standards

D. ECONOMIC

☐ 1. Limited family economic resources

☐ 2. Necessary pupil employment interfering with learning opportunities

☐ 3. Limited availability of enrichment materials and experiences which specifically promote cognitive development

_____

Student Name